



**Indiana Career Council  
Core 40 Subcommittee  
July 24, 2014  
Indiana Government Center South  
Teleconference Media Center  
Public Entrance 302 W. Washington Street  
Indianapolis, IN 46204**

**MEETING MINUTES**

**Members Present:** Kris Emaus, James Little, Chris Lowery, Heather Moffet, John Newby, Derek Redelman, Brad Rhorer, Superintendent Glenda Ritz, TJ Rivard, David St. John, Daniel Tyree, Matthew Weinzapfel, Peggy Wild

**Members Absent:** Rick Barnett, Teresa Lubbers, Martin Padgett, Kathleen Randolph, Marcus Robinson, David Shane

**Staff Present:** Bob Guffin, Nate Klinck

**I. Call to Order and Welcome**

Superintendent Glenda Ritz called the meeting to order at 2:00 PM and welcomed members.

**II. Review and Approval of June 10, 2014 Meeting Minutes**

Mr. Rivard moved to accept the meeting minutes from the previous meeting. Mr. Lowery seconded the motion. The minutes were approved unanimously.

**III. Presentation on Post-secondary Admissions Requirements**

SPI Ritz introduced Pam Horne of Purdue University. Ms. Horne's presentation was focused on college readiness. "College readiness is vital to our state." Earning higher education credentials is a powerful vehicle to transform both individuals and communities. We must enhance high school academic preparation to help increase on-time college graduation. Ms. Horne continued on to admission requirements for Indiana universities, stating that transcript GPA is used in conjunction with the achievements of the applicant, the rigor of their course schedule relative to what is offered at their school, essays and recommendations from school teachers and counselors, as well as the student's background.

In terms of college readiness outcomes, only 63% of Core 40 graduates enrolled in college right out of high school. There were improvements for 2012 graduates with only 38% requiring remediation. Remediation is costly to both students and tax payers. Racial and social class disparities exist among remediation rates. Core 40 graduates only perform slightly higher in first year post-secondary GPA as compared to students with a general diploma. Core 40 graduates only complete an average of 18 college credit hours in their first year. This number falls to 16.8 credit hours for low income students. There is an inverse relationship to the cost of college and student loan defaults. The least expensive institution (Ivy Tech) has the highest default rate. In comparison, Notre Dame, one of the most expensive universities in the state, has the lowest default rate.

Ms. Horne discussed diploma rates and student growth based on race, gender, and socio-economic groups. Two specific questions were raised concerning Academic Honors. First, should Academic Honors be renamed to “College Preparation” in order to not intimidate some students? Second, should world language requirement be set at two years instead of three? Expansion of AP should be a priority in Indiana. The PSAT can help identify students with AP potential. Maryland has the highest percentage of students scoring 3.0 or better on AP courses and may serve as a valuable resource for research. 46.8% of K-12 students in Indiana are eligible for free or reduced lunch, with only 16% of AP students being eligible. Indiana should set goals for dual AP enrollment. High school requirements should be more closely aligned with college graduation attainment.

Mr. St. John asked how remediation rates are determined. Ms. Horne stated her understanding is that Ivy Tech uses ACCUPLACER and works with the College Board to ensure that remediation information also contains exercises for students to assist them to hone their skills.

Mr. St. John asked if there is alignment between what high school students are expected to know and the ACCUPLACER test, which determines if remediation is needed. SPI Ritz stated that, in terms of math, Indiana’s assessment is based on Algebra I. ACCUPLACER is broader in scope, not solely focused on algebra; hence, they do not necessarily equate. Indiana is looking at the possibility of switching from an algebra end of course assessment to a grade 10 exam as the graduation qualifying exam.

Mr. Tyree stated it is alarming to see the number of student requiring remediation. However, without alignment, how can we expect students to go into college without needing remediation? The assessment we use to label a student as remedial must be aligned with expectations or we are miscommunicating to the public what we need to do. The job descriptions for school counselors do not align with ensuring students are meeting expectations to be college and career ready. We need to remove counselors from social workers. They need to not focus on the social issues of students. Schools need social workers to provide these services to students, but this should not take the time of the counselors. Ms. Horne added that post-secondary training and college advising is not a part of the curriculum for counselor training.

Mr. Tyree mentioned that math is taught within the training of precision manufacturing at Ivy Tech in South Bend. High school students that were once on the verge of not graduating are now going to college because they learned high level math while in precision manufacturing

courses. Replicating this will help students know the math they will need to be successful in their career.

#### **IV. Presentation on Secondary Practitioners' Perspective on Diploma Requirements**

SPI Ritz introduced Peggy Wild from the Indiana Department of Education. Ms. Wild presented on high school diploma options and their respective requirements. Ms. Wild discussed a flow chart detailing the diploma waiver processes. Waivers decisions are locally decided within the school corporations. The general diploma has the most waivers. In 2013 there were nearly 10 times as many English/Language Arts and math competency waivers as there were work readiness waivers.

SPI Ritz stated not many people understand that students that do not pass the end of course assessments still have methods to earn any of the high school diploma options. A waiver must be earned and can be based on work readiness evidence or evidence of competency in English/Language Arts or math.

Discussion continued on to class scheduling: block, traditional, and trimester. The Block 4 and Block 8 (with 8 periods) schedules allow for the largest number of courses, totaling 64 credits. On the other side, the traditional (with 6 periods) and trimester (with 4 periods) schedules allow for the least number of credits, totaling only 48. Mr. Newby stated that different scheduling methods can have different impacts on a school's budget.

Ms. Wild continued her presentation, stating that "pathways is a philosophy of planning a path or route through high school and on into college and career that all students can benefit from." An Advanced Manufacturing pathway was shown and explained as an example. The 11<sup>th</sup> and 12<sup>th</sup> grade courses are closely aligned with what students will need to know in college or in a career. This alignment is achieved by consulting with post-secondary and industry partners. The concept of pathways should be introduced to students in middle school, where they will begin creating a pathway plan. Then in 9<sup>th</sup> grade they will finalize their decision. SPI Ritz added that a "graduation plan" is synonymous with a pathway.

Ms. Wild completed her presentation discussing statistics of CTE concentrators. The graduation rate for students that are considered CTE concentrators is 94.7%. More graduates with CTE concentrations pass a re-take of both end of course assessments as compared to the overall total of graduates. Nearly one-third of Indiana graduates who were CTE concentrators completed high school with an industry-recognized certificate in 2012-2013. Also, the overall remediation rate for high school graduates is nearly three times as high as the remediation rate for CTE concentrators.

#### **V. Discussion of Subcommittee Taskforces/Working Groups and Plan of Work**

SPI Ritz introduced Nate Klink, Director of the Indiana Career Council. Mr. Klink stated that there is a lot of work to do in taking deeper dives into certain topics and introduced three taskforces for the Core 40 subcommittee: 1.) Math Pathways, 2.) Core 40 Flexibility, and 3.) Pathways Diploma Structure. The structure of the three taskforces can be formalized at the August meeting. Each taskforce will meet monthly with the full subcommittee meeting less

frequently. The taskforces will remain in effect until next spring, when each taskforce will bring their recommendations to the full subcommittee. Mr. Klink added that the Dana Center may be included to offer thoughts and perspectives.

**VI. Adjournment**

SPI Ritz adjourned the meeting at 4:07 PM. The next subcommittee meeting will be held on August 20, 2014 from 1:00 p.m. to 3:00 p.m. in the Indiana Government Center South Conference Room D.

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